



## Macedonia Elementary

556 Jones Bridge Road  
Blackville, SC 29817

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	466 Students	
<b>Principal</b>	Teresa G. Reid	803-284-5800
<b>Superintendent</b>	Dr. Teresa L. Pope	803-284-5605
<b>Board Chair</b>	Ms. Inell Waring	803-284-3217

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	Below Average	At-Risk
2004	Below Average	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

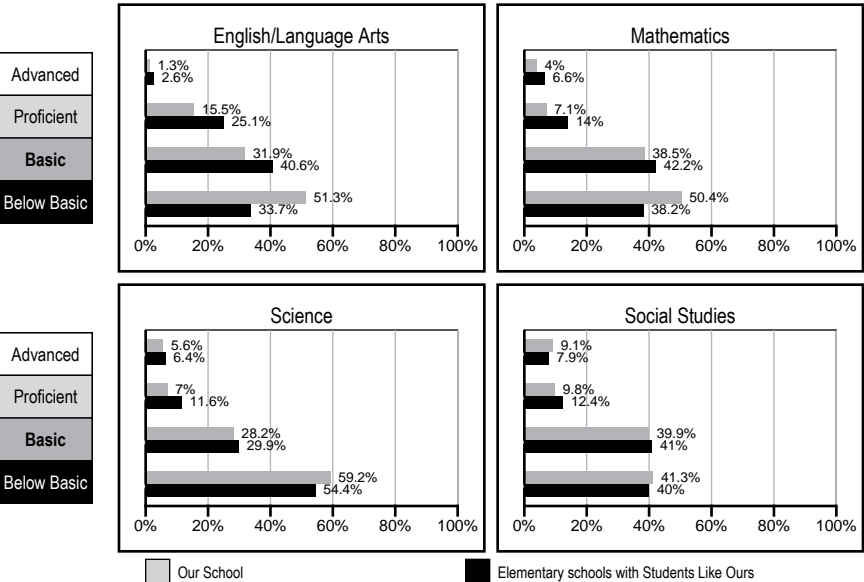
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	10	54	63

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=466)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 6.8%	3.1%	2.3%
Attendance rate	95.3%	Down from 95.5%	96.0%	96.3%
Eligible for gifted and talented	2.9%	Down from 5.1%	3.3%	10.4%
With disabilities other than speech	8.6%	Up from 8.5%	7.8%	7.5%
Older than usual for grade	2.7%	Up from 2.5%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	39.4%	Up from 37.5%	54.0%	56.7%
Continuing contract teachers	78.8%	Down from 87.5%	69.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.4%	0.0%	0.0%
Teachers returning from previous year	83.7%	Down from 85.8%	82.9%	86.4%
Teacher attendance rate	94.0%	Up from 92.6%	95.0%	94.9%
Average teacher salary	\$41,195	Up 8.6%	\$43,838	\$45,345
Professional development days/teacher	13.1 days	Up from 12.6 days	13.5 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 17.5 to 1	16.6 to 1	18.5 to 1
Prime instructional time	87.6%	Up from 86.3%	89.3%	89.8%
Opportunities in the arts	Fair	Up from Poor	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 93.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,896	Up 9.2%	\$8,142	\$7,052
Percent of expenditures for instruction*	65.2%	Down from 67.7%	68.5%	69.1%
Percent of expenditures for teacher salaries*	53.9%	Down from 55.2%	61.3%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Macedonia Elementary School is an environment in which the administration, faculty/staff, parents, and community work together to provide multiple opportunities for students to achieve their maximum academic potential.

There have been numerous accomplishments due to intense effort and commitment of everyone striving toward a common goal. On the academic front, we are proud to have received initial accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. Our school met four of the five Focused School Renewal Plan goals. Scores in Measures of Academic Progress have increased markedly each time the test has been administered. In addition, the quarterly benchmark scores were documented as above-average.

On the extracurricular front, our students (with the help of both family and community members) were able to raise funds for several commendable projects: Pennies for Patients, the American Cancer Society's Relay for Life, and St. Jude's Math-A-Thon. We continued a Clemson Extension partnership with the Mini-Society and a 4-H club. Also, many students benefited from newly formed groups including the girls' Butterfly organization, the boys' "Males Poised for Greatness" organization, and a Lunch Buddy partnership with Allied Air Enterprises, Inc.

Our school works very hard to encourage community and parental involvement. We realize that, in order to accomplish our educational goals, we must work together as a team to meet the needs of our children. Our teachers and administration offer numerous opportunities for two-way communication and parent involvement. We also appreciate the hard work of our Parent/Teacher/Student Organization (PTSO) and School Improvement Council. The PTSO has assisted with several after-school family activities that promoted parental involvement.

Our curriculum is aligned with South Carolina's standards, and we strive to incorporate strategies which accommodate the different learning styles of our student population. Teachers have participated in various professional development activities, which focused on differentiated instruction, formative testing, and balanced literacy. Other teacher learning opportunities include, but are not limited to, Bloom's Taxonomy, Classroom Management, and Standard's Support Training.

Although our efforts and accomplishments are a great source of satisfaction and fulfillment for us all, we have no plans to rest on our laurels in the future. Many more triumphs are just ahead for the Macedonia Family.

Teresa G. Reid, Principal  
 Jackie Holman, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	52	19
Percent satisfied with learning environment	90.6%	82.7%	78.9%
Percent satisfied with social and physical environment	93.5%	80.8%	78.9%
Percent satisfied with school-home relations	61.3%	84.6%	73.7%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 11 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Restructure
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.3%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	240	100	51.3	31.9	15.5	1.3	20.4	17.3	48.2	No	Yes
<b>Gender</b>											
Male	122	100	55.9	28	15.3	0.8	20.3	15.6	41.7	N/A	N/A
Female	118	100	46.3	36.1	15.7	1.9	20.4	19	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	57	100	38.5	30.8	26.9	3.8	34.6	32.9	60	No	Yes
African American	175	100	56.3	31.7	11.4	0.6	15	12.4	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	47	100	88.6	11.4	0	0	0	0	16	No	Yes
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	217	100	53.2	31	14.8	1	18.7	16.2	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	240	100	50.4	38.5	7.1	4	19	16.1	45.8	No	Yes
<b>Gender</b>											
Male	122	100	50	35.6	8.5	5.9	22	18	45.6	N/A	N/A
Female	118	100	50.9	41.7	5.6	1.9	15.7	14.3	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	57	100	53.8	28.8	5.8	11.5	26.9	24.3	59	No	Yes
African American	175	100	50.9	40.7	7.2	1.2	16.2	13.6	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	47	100	93.2	6.8	0	0	0	0	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	217	100	52.2	36	7.9	3.9	19.2	15.6	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable	N/AV–Not Available	N/C–Not Collected	N/R–Not Reported	I/S–Insufficient Sample
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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	151	100	59.2	28.2	7	5.6	12.7	9.8	35.7	95.3	95.1
<b>Gender</b>											
Male	76	100	58.9	27.4	5.5	8.2	13.7	9.4	37.4	95	94.9
Female	75	100	59.4	29	8.7	2.9	11.6	10.2	33.8	95.6	95.3
<b>Racial/Ethnic Group</b>											
White	41	100	51.4	27	10.8	10.8	21.6	17.6	49.2	93.5	93
African American	105	100	64	27	5	4	9	7.1	17	96	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.6	96.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	94.3	94.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	94.4	94.4
<b>Disability Status</b>											
Disabled	33	100	93.3	6.7	0	0	0	0	14	95.3	95
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	93.1	93
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	93.8	93.7
<b>Socio-Economic Status</b>											
Subsided meals	136	100	61.4	28.3	5.5	4.7	10.2	8.3	21.1	95.4	95.1

**Social Studies**

All Students	151	100	41.3	39.9	9.8	9.1	18.9	11.9	34	95.3	95.1
<b>Gender</b>											
Male	80	100	39	40.3	6.5	14.3	20.8	13.3	36.6	95	94.9
Female	71	100	43.9	39.4	13.6	3	16.7	10.4	31.3	95.6	95.3
<b>Racial/Ethnic Group</b>											
White	31	100	46.4	25	10.7	17.9	28.6	19.5	44.5	93.5	93
African American	115	100	41.4	42.3	9	7.2	16.2	9.9	19.1	96	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.6	96.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	94.3	94.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	94.4	94.4
<b>Disability Status</b>											
Disabled	33	100	75	21.9	3.1	0	3.1	2.2	14.4	95.3	95
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	93.1	93
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	93.8	93.7
<b>Socio-Economic Status</b>											
Subsided meals	136	100	43	39.8	9.4	7.8	17.2	10.8	21	95.4	95.1

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	62	100	31.7	46.7	20	1.7	21.7
	4	58	100	43.9	45.6	10.5	0	10.5
	5	58	100	52.7	38.2	9.1	0	9.1
	6	61	98.4	50	44.4	5.6	0	5.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	43.1	25.9	25.9	5.2	31
	4	63	100	52.5	23.7	23.7	0	23.7
	5	57	100	51.9	46.2	1.9	0	1.9
	6	61	100	57.9	33.3	8.8	0	8.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	62	100	56.7	35	6.7	1.7	8.3
	4	58	100	57.9	29.8	7	5.3	12.3
	5	58	100	49.1	43.6	7.3	0	7.3
	6	60	100	38.9	46.3	14.8	0	14.8
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	51.7	32.8	10.3	5.2	15.5
	4	63	100	55.9	32.2	8.5	3.4	11.9
	5	57	100	55.8	38.5	3.8	1.9	5.8
	6	61	100	38.6	50.9	5.3	5.3	10.5
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	31	100	74.2	16.1	9.7	0	9.7
	4	58	100	63.2	22.8	8.8	5.3	14
	5	29	100	81.5	11.1	7.4	0	7.4
	6	31	100	50	21.4	25	3.6	28.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	29	100	41.4	41.4	6.9	10.3	17.2
	4	62	100	50.8	30.5	10.2	8.5	18.6
	5	29	100	88.5	11.5	0	0	0
	6	31	100	67.9	25	7.1	0	7.1
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	31	96.8	37.9	51.7	6.9	3.4	10.3
	4	58	100	50.9	38.6	7	3.5	10.5
	5	29	100	71.4	17.9	3.6	7.1	10.7
	6	29	100	11.5	61.5	15.4	11.5	26.9
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	37.9	51.7	6.9	3.4	10.3
	4	63	100	40.7	44.1	6.8	8.5	15.3
	5	28	100	61.5	30.8	7.7	0	7.7
	6	30	100	27.6	27.6	20.7	24.1	44.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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